

Student Learning Objective Template

Date: October 11, 2013

Teacher Name: Lynn Literacy

Position: Gr.1,2 Spec.Ed. ABC Elem. School

Subject/Grade/Course Number: Gr.1,2 Resource ELA

Interval of Instruction: 10/7/13-5/30/14: 134 days

Needs Assessment and Student Population

What do you know from the data about your students' needs and strengths? How does this SLO address a need for included students?

My caseload includes students across multiple grade-levels for pull-out support in small groups and one-on-one. This SLO includes the eight students with IEPs in ELA in the two first-grade classrooms and the nine students with IEPs in ELA in the two second-grade classrooms.

The DRA2 was administered during the first two weeks of school. 15 out of the 17 students on my caseload are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year. Reading accuracy is strength for students. Expression and phrasing are areas in need of improvement. Students who received comprehension questions (those reading at Level 4 or higher) tended to place higher on Retelling: Characters and Details than on other areas. Many students needed multiple prompts from teachers during the retelling portion of the test. Students also struggled with sequence of events and making connections.

Beginning of the Yr.	DRA 2 Level	Grade 1 Students	Grade 2 students
Kindergarten	A-1	4	
	2	3	1
	3		2
Grade 1 (on level)	4	1	1
	6		1
Grade 1 (above grade level)	8		2
	10		
	12		1
	14		
	16		
Grade 2 (on level)	18		1
	20		

Content Standards

What standards and content will you target in your SLO? How do these standards and content capture the essential areas of learning that align to national and/or state standards? How do these standards capture both process and content standards?

Maine Common Core Reading Standards for Literature: Grade-s 1 and 2

Key Ideas & Details:

Grade 1	Grade 2
1. Ask and answer questions about key details in a text.	1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.
2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
3. Describe characters, settings, and major events in a story, using key details.	3. Describe how characters in a story respond to major events and challenges.

Craft & Structure:

Grade 1	Grade 2
4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
6. Identify who is telling the story at various points in a text..	6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

Integration of Knowledge and Ideas:

Grade 1	Grade 2
7. Use illustrations and details in a story to describe its characters, setting, or events.	7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
9. Compare and contrast the adventures and experiences of characters in stories.	9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity:

Grade 1	Grade 2
10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band

proficiently, with scaffolding as needed at the high end of the range.

Summative Assessment

What assessment will you use to capture student growth? What modifications and accommodations will you provide to students with IEPs, 504 plans, or ELL status?

In June, the DRA2 will be re-administered one-on-one by the classroom teachers and/or me in accordance with the scoring procedures recommended by Pearson and the accommodations on students' IEPs. This assessment has been shown to be a valid and reliable assessment on various analyses and is widely used in districts in Maine.

Growth Targets

What growth do you expect your students to demonstrate by the end of the interval of instruction?

To set the targets, I used the planning document provided by the Connecticut Department of Education (<http://www.sde.ct.gov/sde/lib/sde/pdf/publications/dra2/DRA2appendixa.pdf>) as a guide. I set my targets so that students who were performing at a "substantially deficient" level would no longer be considered "substantially deficient" in the spring. I created these targets in collaboration with the general education teacher.

Grade 1 Students			Grade 2 Students		
Fall DRA 2 Level	Number of Grade 1 Students	-Expected Spring DRA 2 Level	Fall DRA 2 Level	Grade 2 students	EOY Target
A-1	4	Level 12	A-1		
2	3	Level 18	2	1	Level 18
3			3	2	Level 20
4	1	Level 22	4	1	Level 22
6			6	1	Level 24
8			8	2	Level 26
10			10		
12			12	1	Level 26
14			14		
16			16		
18			18	1	Level 28

Instructional Strategies

Which instructional strategies will you use to help students reach their growth targets?

In collaboration with the reading specialist I will use Earobics, an intervention program, with students currently performing below grade level. I will use a combination of print and multimedia materials, including music and videotapes, to keep students engaged. In addition, I will also use multisensory materials, including picture/word cards, manipulatives, alphabet mats and letter sets.

In addition, I will model good reading behaviors and provide explicit instruction in reading comprehension skills. Students will whisper read when they practice reading. We will also use repeated readings of poems to practice making predictions, using context clues, practicing specific skills (phonics, rhyming, etc.), phrasing, print concepts, and comprehension.

Progress Monitoring Plan

How will you monitor progress throughout the year?

Running records of individual student progress toward content standards will be maintained by all involved staff and will be reviewed at least twice per month in the grade level PLGs to inform classroom and RTI planning.

Is this SLO approved?

☐ Yes

☐ No

Teacher Signature: _____

Date: _____

Administrator Signature: _____

Date: _____

Adapted from: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Student-Learning-Objectives/SLO_SpecEd_Gr1-2.pdf